

The Unit Organizer

4 BIGGER PICTURE

NAME _____

DATE _____

② LAST UNIT /Experience Down on the Farm		① World of Animals		③ NEXT UNIT /Experience First Grade	
⑧ UNIT SCHEDULE		⑤ UNIT MAP			
		<i>is about...</i>			
		Structures: Animal class Animals' social relationships Environmental characteristics			
		Effectively communicate the relationship between animal characteristics and the environment in which they live.			
		Patterns: Patterns in nature influence animals' behavior.			
		Functions: Animal adaptations help them survive in the environment.			
		Relationships: Animal relationships with other animals and their environment help meet their basic needs.			
UNIT SELF-TEST QUESTIONS		1. In what ways do animals interact with their environments to meet their needs? 2. What are the physical characteristics that define the class of an animal? (mammal, bird, fish, reptile, amphibian) 3. How do the physical characteristics of animals help them <u>function</u> in their environment?		Problem Solving Comparing/ Contrasting Observing Discussing Cooperating	
⑦				⑥	UNIT RELATIONSHIPS

The Unit Organizer

World of Animals

NAME _____
DATE _____

⑨ Expanded Unit Map

is about...

Structure

Classification
There are different classifications of animals based on similarities and differences in physical characteristics.

- Mammal
- Reptiles
- Amphibians
- Birds
- Fish
- Physical characteristics, food choice, mobility, life cycle (variations within life cycles)
- Environmental structures support an animal's survival.

Effectively communicate
the relationship between animal characteristics and the environment in which they live.

Function

The physical characteristics of animals help them live in their environment.

- Habitats – natural, captivity
- Your yard/Home
- Zoo
- Regional animals (native to the Chesapeake Bay area)
- Regions throughout the US – shore, mountains, plains, desert
- Continents (rainforest, arctic, safari, etc.)

Relationships

Animals interact with their environment to meet their needs.

- Chesapeake Region animals
- Animals in woods, rivers (water), farms
- Survival – predator/prey, food cycle
- Animals change their environment to survive.

Patterns

There are differences and similarities in different animals' life cycles.

- Amphibian
- Mammal
- Fish
- Reptiles
- Birds

Patterns in nature influence the behavior of animals.

- Migration
- Hibernation

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NEW
UNIT
SELF-TEST
QUESTIONS

The Unit Organizer

④ BIGGER PICTURE

NAME _____
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⑧ UNIT SCHEDULE <table border="1" style="width: 100%; height: 150px; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>																																									⑤ UNIT MAP <div style="text-align: center; margin-top: 20px;"> <p><i>is about...</i></p> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="width: 45%;"> <p>Structures:</p> <ul style="list-style-type: none"> Structures within text support understanding. The author selects a text structure that will allow him to best share his ideas. </div> <div style="width: 45%;"> <p>Patterns:</p> <ul style="list-style-type: none"> Patterns of letters dictate the sounds made by the letters to produce a word. Patterns of words produce a sentence. Patterns in stories help us predict and understand the text. Patterns in text structure support understanding. </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="width: 45%;"> <p>Functions:</p> <ul style="list-style-type: none"> Illustrations/photos support meaning within the text. Text Features support meaning </div> <div style="width: 45%;"> <p>Relationships:</p> <p>Text is just speech written down.</p> <ul style="list-style-type: none"> There is a relationship between text structure and details within the text. </div> </div>

⑦ UNIT SELF-TEST QUESTIONS <ol style="list-style-type: none"> What is communication? (What does it look like, sound like ...?) Why do we communicate? (Learn, share information, to express feelings, have needs met...) When do I use various forms of communication? Which structure should I use? 	Problem Solving Comparing/ Contrasting Observing Discussing Cooperating	⑥ UNIT RELATIONSHIPS
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9 Expanded Unit Map

Structures

- Manipulate a book. **(CCKF1)**
- Identify the structure of non-fiction text.
- Identify text features in non-fiction text.
- Identify story elements.

is about...

Effectively communicate by exploring the **relationship** between ideas, the spoken word, and the written word through speaking, listening, reading, and writing.

Functions

- Participate in multiple exchange conversations. **(CCKSL1a & b)**
- Participate in shared research and writing projects. **(CCKW7)**
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the topic or name the book they are writing about. **(CCKW1)**
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. **(CCKW2)**
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred and provide a reaction to what happened. **(CCKW3)**

Relationships

- Describe the relationship between the illustrations and text. **(CCKRI7)**
- Identify the basic similarities and differences between two texts on the same topic. **(CCKRI9)**
- Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details. **(CCKSL2)**
- Identify real-live connections between words and their use. **(CCKW5c)**

Patterns

- Produce and identify letter sounds. **(CCKF3)**
- Recognize and rhyme words. **(CCKF2a)**
- Blend and segment onsets and rimes. **(CCKF2c)**
- Isolate and pronounce the initial, medial vowel, and final sounds. **(CCKF2d)**
- Add or substitute individual sounds in one-syllable words to make new words. **(CCKF2e)**
- Read common high-frequency words by sight. **(CCKF3c)**
- Participate in multiple exchange conversations. **(CCKSL1a & b)**